

**THE RELATIONSHIP BETWEEN STUDENTS' MASTERY OF  
PRE-WRITING TECHNIQUES AND THEIR WRITING  
ACHIEVEMENT AT THE SECOND YEAR OF MTs  
MUHAMMADIYAH SUNGAI APIT  
SIAK REGENCY**



**By**

**YENI RACHMAN  
NIM. 10614003519**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1432 H/2010 M**

**THE RELATIONSHIP BETWEEN STUDENTS' MASTERY OF  
PRE-WRITING TECHNIQUES AND THEIR WRITING  
ACHIEVEMENT AT THE SECOND YEAR OF MTs  
MUHAMMADIYAH SUNGAI APIT  
SIAK REGENCY**

Thesis

Submitted to Fulfill One of the Requirements  
for the Undergraduate Degree in English Education



By

**YENI RACHMAN**

**NIM. 10614003519**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1432 H/2010 M**

## ABSTRACT

**Yeni Rachman (2010): “The Relationship between Students’ Mastery of Pre-Writing Techniques and Their Writing Achievement at the Second Year of MTs Muhammadiyah Sungai Apit Siak Regency”.**

Based on the writer early study, the writer found that the students were still problematic in applying and using pre-writing techniques correctly, but their writing scores were good. Based on this, the writer is interested in carrying out research to measure the students’ mastery of pre-writing techniques level, the students’ writing achievement level, and find out whether there is relationship between students’ mastery of pre-writing techniques and their writing achievement at the second year of MTs Muhammadiyah Sungai Apit Siak Regency.

The subject of this research was the second year students of MTs Muhammadiyah Sungai Apit Siak Regency in the 2009/2010 academic year. The object of this research was the relationship between students’ mastery of pre-writing techniques and their writing achievement. The instruments of this research were test and documentation. In analyzing the data, the writer used SPSS version 17.00.

Based on the writer’s finding, the students’ mastery level using pre-writing techniques in writing is **ENOUGH**. It is based on the result of the test given because dealing with the table of students’ classification score; it can be proved that from mean of students’ mastery of pre-writing techniques score 67.84 (67.84%) is categorized in enough level. Then, the students’ writing achievement level is also **ENOUGH**. It is based on the result of the students’ recapitulation achievement from the writing teachers because dealing with the table of students’ classification score; it can be proved that from mean of students’ writing achievement score 72.31 (72.31%) is categorized in enough level. In addition, it is also indicated that there is no significant relationship between students’ mastery of pre-writing techniques and their writing achievement at the second year of MTs Muhammadiyah Sungai Apit Siak Regency. The data analysis is concluded that the level of significant is 0.296 is bigger than 0.05. Consequently, the null hypothesis ( $H_0$ ) is **ACCEPTED**. It shows that direction of negative correlation and it means that there is no influence of students’ mastery of prewriting techniques and their writing achievement. In other words, students’ writing achievement does not depend on students’ mastery of prewriting techniques.

## ملخص

**يبني رحمان (2010): العلاقة بين استيعاب الطرق قبل الكتابة الطلاب و تفوق كتابتهم في السنة الثانية بالمدرسة الثناوية المحمدية سونجي ابيت سيالك.**

وبالنظر إلى الدراسة السابقة رأى الباحث أن الطلاب لم يزالوا متشككين في استعمال هذه المريقة لكنهم جيدون في الكتابة. و انطلاقا من هذه الظواهر, احب الباحث أن يقدم البحث ليقدر مستوى استيعاب الطرق قبل الكتابة الطلاب, و يقدر مستوى نتيجة الكتابة الطلاب, و يعرف هل هناك العلاقة بين استيعاب الطرق قبل الكتابة الطلاب و تفوق كتابتهم في السنة الثانية بالمدرسة الثناوية المحمدية سونجي ابيت سيالك.

أفراد البحث هو طلاب السنة الثانية بالمدرسة الثناوية المحمدية سونجي ابيت سيالك عام دراسي 2010/2009 و موضوعه العلاقة بين استيعاب الطرق قبل الكتابة الطلاب و تفوق كتابتهم. والالات التي استعملها الباحث في هذا البحث هي الاختبار و الملاحظات, وفي تحليل البيانات بالاستعمال SPSS 17.

من خلال تحليل البيانات وجد الباحث أن مستوى مهارة الطلاب الذين يستعملون طريقة قبل الكتابة كاف و نراها في النتيجة (67.84%) 67.84 ثم كذلك تفوق كتابتهم على مستوى كاف, وذلك من خلال النتيجة (31.72%) 72.31, و أضاف الباحث أن ليس هناك العلاقة بين استيعاب الطرق قبل الكتابة الطلاب و تفوق كتابتهم في السنة الثانية بالمدرسة الثناوية المحمدية سونجي ابيت سيالك. أخلص الباحث من قبل تحليل البيانات أن درجة المغزى هو 0.296 أكبر من 0.05. و لذلك  $H_0$  مقبول. هذا يدل على جهة العلاقة سلبية و بمعنى عدم تأثير من استيعاب الطرق قبل الكتابة الطلاب و تفوق كتابتهم. و المراد, تفوق كتابة الطلاب لا يتعلق باستيعاب الطرق قبل الكتابة الطلاب.

## ABSTRAK

**Yeni Rachman (2010): “Hubungan Antara Penguasaan Teknik-Teknik Sebelum Menulis siswa dan Prestasi Menulis Mereka Pada Tahun Kedua di MTs Muhammadiyah Sungai Apit Kabupaten Siak”.**

Berdasarkan studi awal penulis, penulis menemukan bahwa para siswa masih ragu dalam menerapkan dan menggunakan teknik sebelum menulis secara benar, tetapi score penulisan mereka adalah baik. Berdasarkan ini, penulis tertarik mengangkat penelitian untuk mengukur level penguasaan teknik sebelum menulis siswa, mengukur level prestasi menulis siswa, dan menemukan apakah ada hubungan antara penguasaan teknik sebelum menulis siswa dengan prestasi menulis mereka pada tahun kedua di MTs Muhammadiyah Sungai Apit Kabupaten Siak.

Subjek dari penelitian ini adalah siswa tahun kedua di MTs.M Sungai Apit Kabupaten Siak pada tahun ajaran 2009/2010. Objek dari penelitian ini adalah hubungan antara penguasaan teknik sebelum menulis siswa dengan prestasi menulis mereka. Instrument dari penelitian ini adalah tes dan dokumentasi. Dalam menganalisa data, penulis menggunakan SPSS versi 17.

Berdasarkan pada temuan penulis, tingkat penguasaan siswa menggunakan teknik sebelum menulis dalam menulis adalah **CUKUP**. Itu berdasarkan pada hasil tes yang diberikan karena berhubungan dengan tabel skor penggolongan siswa; dapat dibuktikan dari skor rata-rata tentang penguasaan teknik sebelum menulis siswa 67.84 (67.84%) adalah dikategorikan dalam level cukup. Kemudian, tingkat prestasi penulisan siswa juga **CUKUP**. Itu berdasarkan pada hasil dari prestasi rekapitulasi siswa dari penulisan para guru sebab berhubungan dengan tabel skor penggolongan siswa; dapat dibuktikan dari skor rata-rata prestasi penulisan siswa 72.31 (72.31%) adalah dikategorikan dalam level cukup. Sebagai tambahan, ini juga menunjukkan bahwa tidak ada hubungan penting antara penguasaan teknik sebelum menulis siswa dengan prestasi penulisan mereka pada tahun kedua di MTs.M Sungai Apit Kabupaten Siak. Data analisis menyimpulkan bahwa tingkat signifikan adalah 0.296 adalah lebih besar dari 0.05. Maka dari itu, hypothesis nol ( $H_0$ ) **DITERIMA**. Ini menunjukkan bahwa arah korelasi adalah negative dan berarti tidak ada pengaruh dari penguasaan teknik-teknik sebelum menulis siswa dengan prestasi menulis mereka. Dengan kata lain, prestasi menulis siswa tidak tergantung pada penguasaan teknik-teknik sebelum menulis siswa.

## THE LIST OF CONTENTS

SUPERVISOR APPROVAL

EXAMINER APPROVAL

DEDICATION

ACKNOWLEDGEMENT

ABSTRACT

THE LIST OF CONTENTS .....	i
THE LIST OF TABLES .....	iv
THE LIST OF APPENDIX.....	v

### CHAPTER I: INTRODUCTION

A. The Background of the Problem .....	1
B. The Problems .....	6
1. The Identification of the Problems .....	7
2. The Limitation of the Problems .....	7
3. The Formulation of the Problems .....	8
C. The Reasons for Choosing the Title.....	8
D. The Objectives and the Significances of the Research .....	9
1. The Objectives of the Research .....	9
2. The Significances of the Research .....	9
E. The Definition of the Terms .....	10

### CHAPTER II: THE THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT

A. The Nature of Mastery .....	12
B. The Nature of Writing.....	13
C. The Component of Writing .....	14
D. Pre-Writing Techniques .....	15
1. Brainstorming .....	16

2. Free Writing .....	17
3. Making a List (Listing) .....	19
4. Making a Scratch Outline (Outlining) .....	20
E. Students' Mastery in Pre-Writing Techniques .....	22
F. Students' Achievement in Writing .....	23
G. Relationship between Students' Mastery in Pre-Writing Techniques and Their Writing Achievement .....	24
H. The Relevant Research .....	26
I. The Operational Concept .....	27
1. The Students' Mastery in Pre-Writing Techniques .....	27
2. The Students' Writing Achievement .....	28
J. The Assumption and Hypothesis .....	29

### **CHAPTER III: RESEARCH METHODOLOGY**

A. The Research Design.....	30
B. The Location and Time of the Research .....	31
C. The Subject and the Object of the Research .....	31
D. The Population and Sample of the Research.....	31
E. The Techniques of Data Collections .....	32
F. The Technique of Data Analysis .....	33

### **CHAPTER IV: DATA PRESENTATION AND ANALYSIS**

A. The Description of the Data .....	37
B. The Data Presentation .....	38
1. The Students' Mastery of Pre-Writing Techniques .....	38
2. The Students' Writing Achievement .....	46
3. The Students' Mastery of Pre-Writing Techniques and Their Writing Achievement .....	48
C. The Data Analysis .....	50
1. Students' Mastery of Pre-Writing Techniques .....	50
2. Students' Writing Achievement .....	54

3. The Relationship between Students' Mastery of Pre-Writing Techniques and Their Writing Achievement .....	55
---	----

## **CHAPTER V: CONCLUSION AND SUGGESTION**

A. The Conclusion.....	59
B. The Suggestion.....	60

## **REFERENCES**

## **APPENDIXES**

## **CURRICULUM VITAE**



# **CHAPTER 1**

## **INTRODUCTION**

### **A. The Background of the Problem**

Writing is one of the four language skills (listening, speaking, reading, and writing) that must be learned by students at school. Paulston and Bruder (1976:203) said that writing is as the last of the four language skills of listening, speaking, reading, and writing. As one of the language skills, writing is a significant part of a language that is very mysterious and exciting. Writing is also a difficult work. It needs a process and much practice to develop this skill. In writing, writers should have the ability of how to employ the grammatical forms and syntactical patterns, how to apply the mechanics of writing besides how to organize or express ideas or thoughts clearly. On the other hand, it is the sum of the writers' abilities to link words and thoughts in order to express their selves in the most complex mediums so that the reader can catch their points.

Based on quotation above, we can know that writing is one of the important language skills in learning a language and also it is one of the difficult language skills. Writing is not an easy work; it needs study hard and much practice to develop this skill. As a writer should have the ability of how to employ the grammatical forms of writing in order to make the readers understand what the writer means.

Actually in writing skills, we find many conventions and rules that have to be followed in order to achieve the standard writing skills to express one's ideas or

opinion in written form of a foreign language. There are many techniques that can be applied in generating our ideas. The techniques are often called prewriting techniques because they come before the actual writing of a paper. Anshary (2008: 3) pointed out that prewriting is any activity that helps writers figure out what is about to write. Richard, et al, (1999: 70) also stated that pre-writing is activities in which writers look for a topic or for ideas and language related to a topic before beginning writing.

Prewriting activities, as a preparation for writing has four techniques that will help the writer think about the topic and get words down on paper and also to break through mental block. They are brainstorming, free writing, making a list (listing), and making a scratch outline (outlining) (John Langan: 1986: 93). Those techniques come before the actual writing on paper.

First, *brainstorming*, we generate our own ideas and details by asking as many questions as we can think about the subject. Such questions include *What? When? Why? How? Where? and Who?*. Brown (1994: 333) also said that brainstorming is a useful technique in writing because it can permit us to approach a topic with an open mind in exploring ideas.

Second, *free writing*, one way in writing where we write as fast as we can and do not worry about spelling, punctuation, composition, erasing mistakes or finding exact words. It can help the students concentrate on discovering what they want to say about their topic (John Langan: 1986: 94).

Third, *making a list (listing)*, that is aimed to generate details and to accumulate as much raw materials for writing as possible. Based on Langan's opinion (1986: 95), simply make a list of everything about your topic that occurs to you. Your aim is to generate details and to accumulate as much raw material as possible. Therefore, the students can produce as many ideas as possible in short time.

The last, *making a scratch outline (outlining)*, enabled us to think about how to decide exactly what to put into the paper and in what order. It is then, a plan or blueprint that will help us achieve a *unified* (left out items that are not related), *supported* (added items that develop the point) and *organized* (arrange the items in a logical order by using emphatic order) composition. So, making a scratch outline is important to help us in writing a good paper (John Langan: 1986: 97).

Clark in Nana Sudjana (2000:39) stated that the students' capability in learning gives 70 % contribution towards their achievement, while 30 % coming from their surroundings. From the quotation above, we know that students' ability in mastering pre-writing techniques will determine the students' writing achievement.

The main aim of writing is to express the ideas by using written language or so that students have English writing ability. Then, the students are expected to be able to understand, employ the English sentence patterns correctly, and produce writing products based on the standard written English whether in group work discussion or individual task. Writing ability here is the ability of a person to express his/her ideas, feelings, or something in his/her minds to others by using written language. In addition, Graves, et al (2001:420) said that we use writing as a vehicle to

learn about something or understand it. Writing skill involves the way to write a paragraph or essay and to express ideas that come from our mind, but it is difficult to be a good writer.

Basically, we cannot deny that students have different abilities in writing, some of them are good, some are middle, and some are low. Through pre-writing techniques, they can share their knowledge and improve their weaknesses. Thus, it is clear that pre-writing techniques give some benefits to both teachers and students.

Madrasah Tsanawiyah Muhammadiyah is one of the Islamic Junior High Schools in Riau Province. It is located in Siak Regency. It has three levels of classes. As an Islamic School, this school teaches not only about Islamic religion but also about general subjects such as English, Mathematic, Biology, Physic, and so on. English is also taught as one of main subjects in school and being tested nationally in National Examination (UN). Ability to write English is one of the language skills which are taught and a must to be mastered by students in this school, where they study English for two meetings a week and every meeting consists of 90 minutes. In teaching English subject, teacher has to use some methods and activities such as asking-question, conversation, discussion, but the students still do not know how to write English. Ideally, the students are able to write English. The English teacher in MTs Muhammadiyah Sungai Apit tries to use the appropriate methods in teaching English, especially in writing to make students master the skill of the language. The competency based curriculum has also stated that writing skill is one of the focuses that should be mastered by the students (Curriculum MTs/School based curriculum).

Moreover, in this school the students have been taught about writing, especially in pre-writing techniques. The purpose in order the students will have ability in expressing their ideas or something in a printed material as what had been stated in the curriculum. Usually, the teacher asks the students to make writing based on their curriculum or their syllabus. In reality, the purpose of the writing is still far from what have been expected because it still happens that there are some students who still have difficulties in applying their writing ability.

In fact, the problem of this school is that students' still cannot understand about pre-writing techniques and how to apply them in writing. Therefore, it is important for the students to know and to master pre-writing techniques because they will effect to their writing later whether good or not. The success of learning writing does not only depend on the teacher, but also on the students' ability in mastering pre-writing techniques. The students have to have their own ways and techniques, which can help them learn it.

Based on the writer's preliminary observation and information from some teachers, the writer can conclude that there are some problems encountered in this case, it can be seen from the following the phenomena:

1. Some of the students still do not know how to master the four techniques of the pre-writing activities.
2. Some of the students are still confused in using the four techniques of the pre-writing activities.

3. Some of the students do not pay attention while teacher is explaining the lesson about the pre-writing activities.
4. Some of the students seldom make exercises about the four techniques of the pre-writing activities.
5. Some of the students seldom review and practice the four techniques of the pre-writing activities.

Based on the phenomena, the writer is interested in conducting a research entitled: **“THE RELATIONSHIP BETWEEN STUDENTS’ MASTERY OF PRE-WRITING TECHNIQUES AND THEIR WRITING ACHIEVEMENT AT THE SECOND YEAR OF MADRASAH TSANAWIYAH MUHAMMADIYAH SUNGAI APIT SIAK REGENCY”**.

## **B. The Problems**

Based on the description and phenomena above, it is clear that there are some students in Mts Muhammadiyah Sungai Apit encounter problem, especially to increase their writing ability. The difficulties may come from the students itself and difficulties in writing course. Then, the phenomena can be derived from the way of the teacher in teaching without appropriate strategies to the students and uninterestingly.

Furthermore, Brown (1994) pointed out that the teacher should have his/her strategy to make writing easy. So, the students can express their ideas without stressing and forcing because of the duty of writing skill.

## **1. The Identification of the Problems**

Based on the problems above that have been explained by writer, thus the problems of this research are identified in the following identifications:

- a. Why do not the students know how to master the four techniques of the pre-writing activities?
- b. What do factors cause the students confused in using the four techniques of the pre-writing activities?
- c. Why do not the students pay attention while teacher is explaining the lesson about the pre-writing activities?
- d. How is the students' interest to do exercises about the four techniques of pre-writing activities?
- e. Why do the students seldom review and practice the four techniques of the pre-writing activities?

## **2. The Limitation of the Problems**

To avoid misunderstanding toward the problems in this research, it is necessary for the writer to limit the problems that will be discussed in this research. Due to limited ability and finance that the writer has, this study is limited to the influence of students' mastery in pre-writing techniques toward their writing achievement at the second year of MTs Muhammadiyah Sungai Apit.

### **3. The Formulation of the Problems**

Based on the limitation of the problems above, the writer will formulate the problems into the following research questions:

- a. How is the students' mastery in pre-writing techniques?
- b. How is the students' writing achievement?
- c. Is there any significant influence between students' mastery in prewriting techniques and their writing achievement?

### **C. The Reasons for Choosing the Title**

There are several reasons why the writer is interested in doing this research as follows:

1. The problems of the research are very interesting and challenging to be investigated because they are related to the problem faced by the students and they need to find out the solution.
2. The topic of the research is relevant to the writer as one of the students of the English Education Department.
3. The writer is able to conduct this research, especially in terms of time, finance, and ability the writer has.
4. As far as the writer is concerned, this research title has never been investigated by any researcher.



## **D. The Objectives and Significances of the Research**

### **1. The Objectives of the Research**

- a. To find out the students' mastery in pre-writing techniques at the second year of Madrasah Tsanawiyah Muhammadiyah Sungai Apit is.
- b. To find out the students' writing achievement at the second year of Madrasah Tsanawiyah Muhammadiyah Sungai Apit is.
- c. To find out whether there is or no significant influence between students' mastery in pre-writing techniques and their writing achievement at the second year of Madrasah Tsanawiyah Muhammadiyah Sungai Apit.

### **2. The Significances of the Research**

- a. The writer expects this research can help English teacher in teaching writing, and it will be at least to motivate the students in learning writing as a whole.
- b. The writer hopefully contributes worthwhile information to the students and to increase their writing skill and competence in mastering all of the pre-writing activities.
- c. To complete the writer's task in fulfilling the writer's requirement for undergraduate degree in English Education Department of Education and Teacher's Training Faculty of UIN Suska Riau.
- d. To give other readers who are interested in this topic as additional sources.

## **E. The Definition of the Terms**

In order to avoid misunderstanding and misinterpreting in reading this paper, it is necessary for the writer to explain the term used in this study. They are defined as follows:

### **1. Relationship**

Relationship is a connection between two or more factors that we can measure or systematically vary. In this research, the writer focuses on causal relationship. Causal relationship is the relationship between an event (the cause) and a second event (the effect), where the second event is a consequence of the first. In the other word, causal relationship is a relationship in which one thing causes another thing to happen or change. For example, if program x, causes achievement scores to increase, it is a causal relationship. In this research, writer focuses on relationship between students' mastery of prewriting techniques and their writing achievement. This researches how the students' mastery of prewriting techniques influences their writing achievement. (file:///C:/Documents and Settings/User/My Documents/search.htm)

### **2. Mastery**

Mastery according to Jack C. Richards, et al (1999:221) is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of a success. But in this case, the writer focuses on students' ability in mastering pre-writing techniques and their writing achievement.

### 3. Pre-Writing

Richard, et al, (1999: 70) stated pre-writing are activities in which writers look for a topic or for ideas and language related to a topic before beginning writing. By applying the four techniques of pre-writing (Brainstorming, Freewriting, Listing, and Outlining), it is hoped that the fearlessness in starting to write the composition and making errors will not happen anymore.

### 4. Technique

Technique is a method of doing or performing something (Hornby, 1995:2). In other words, technique is a way of doing something, especially one that needs special skills. In this case, technique refers to ways or activities of students' in learning writing.

### 5. Achievement

Rebecca (1989:237) stated that achievement is the degree of skill measured with reference to a particular curriculum. While Jack C. Richard, et al (1999:197) said that achievement is the result of what has been taught or learned after a period of instruction. Moreover, achievement can be defined as the result gained by someone after learning the materials of subject matter within a certain period of time. Achievement refers to what someone has done through learning.

Achievement means the result of a writing test given by the teacher. In this case, achievement refers to students' result after learning writing in a period of time.

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK AND OPERATIONAL CONCEPT**

#### **A. The Nature of Mastery**

Jack C. Richards, et al (1999:221) defined that mastery is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of a success. According to Hornby (1995: 256), mastery is great skill or knowledge. While, Merriam Webster in Ika Eliska (2008:7) stated that mastery is skill or knowledge that makes one master of a subject. Based on their definition above we can conclude that mastery is his/her skill or knowledge that someone really understands about it. It refers to the result of the students after they get some knowledge and experiences in learning writing subject especially in prewriting techniques, they have to learn and practice more about it.

Therefore, the relationship between students' mastery in prewriting techniques and their writing achievement at the second year of MTs Muhammadiyah Sungai Apit Siak Regency means the effort of the writer to learn and to discover knowledge of the use prewriting techniques of the second year students at MTs. Muhammadiyah Sungai Apit Siak Regency.

Based on the statement above, the writer concludes that mastery means the students' ability to understand the writing knowledge that they get from their English teacher. Students can identify and they do not get confused in learning English

writing especially prewriting techniques. So, students can master to use the three stages of writing especially prewriting techniques in writing paragraph itself.

## **B. The Nature of Writing**

Writing is one of important skills in English. It is categorized as a productive language skill. Jane B. Hughey et al (1983:33) stated that writing is an essential form of communication because through writing we can express our feelings, our hopes, dreams, and joy as well as our fears, angers, and frustration.

Walters (1983, in Syafi'i, 2007:160) tried to differentiate between definition of composition and writing. In his nation, he reveals composition as the system or aggregated of grammatical rules lexical items, theoretical patterns needed by an individual to produce finished text, dealing with the employment of grammatical rules of language that use in with writing itself in order to express his ideas in an obvious and overt meaning.

The term writing is different from other terms of language skills, such as; Listening, Speaking, Reading, and Writing. It is a kind of process where the writer considers the choice of word, and ideas to be expressed. When sentences have been arranged closely related with each other, it is expected that ideas on writing can be understood by readers. It is related to what Lyons (1987:5 in Nurhidayati, 2003:7) said that writing is clearly a complex process and competence; he also states that writing is frequently accepted as the last skill to be acquired (for native speakers of language as well as for foreign/second language learners). A writer must be able to

write a series of sentences that grammatically and logically connected. This is made in order that the writer can convey and express his ideas to the readers, clearly, meaningfully, and intelligently.

Writing is an instrument of both communication and self expression. In addition, Pincas (1989, in Hasna Wilda, 2005:10) stated that in doing writing there are a few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since the ways of communicating information are very varied, there is a single way of writing correct English, it is therefore, important for students to read as widely as possible in order to be familiar with different variation of written English. Thirdly, good writing depends on a set of specific skills; writing does not follow automatically good grammar and adequate vocabulary.

### **C. The Component of Writing**

Hughey et, al. (1981:90) said that there are five components of writing that must in writers' consideration in writing a composition they are as follows:

1. Content

It means that the writers have an ability to think creatively and develop thought, excluding all irrelevant information.

2. Organization

The writers have fluent expression flowing the ideas, clearly stated or supported, well relationship between paragraphs, logical, and sequencing.

### 3. Vocabulary

In writing, there should be sophisticated range, effective word idiom, word choice, and its usage.

### 4. Language Use

The writers can apply the basic agreement between sentences. Tense, number, word order/ function, articles, pronouns, and preposition

### 5. Mechanics

Essay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing.

## **D. Pre-Writing Techniques**

Most of people say that writing is difficult. It is important for us why they think that this skill is hard to do. The problem is depending on how to put down the ideas on the paper. According to Janet and Ellen, writing needs content and language control. It means that writing is not only about ideas, but also linguistic factors.

The writing, like planning, of a satisfactory composition involves three distinct steps:

1. Writing the first rough draft from the outline,
2. Revising the composition, and
3. Making the final copy to be submitted.

Writing is not one act; it is many. The act of composing evolves through three stages; pre-writing, writing and rewriting. As the first stage, pre-writing has been considered to be the most important among any other stages. On the other hand, pre-writing is activities in which writers look for a topic or for ideas and language related to a topic before beginning writing.

Pre-writing activities, as a preparation for writing, have four techniques that will help the writer think about the topic and get words down on paper and also to break through mental block. They are brainstorming, freewriting, making a list (listing), and making a scratch outline (outlining) (John Langan: 1986: 93). Those techniques come before the actual writing on paper.

### **1. Brainstorming**

Richard et al, (1999: 42) pointed out that brainstorming is a form of prewriting in which a student or group of students writes down as many thoughts as possible on the topic without paying attention to organization, sentence structure, or spelling. In addition, Arlov (2004:25) also said that to brainstorm take a few minutes to list whatever comes to mind on your topic, no matter how strange it seems. Your purpose is not to censor or to come up with the “right” items for your list, but to generate ideas.

These two definitions above infer undoubtedly that brainstorming is a technique used to collect as many ideas as possible without paying attention to whatever that can block writer’s mind. By brainstorming, you generate your own ideas and details by asking as many questions as you can think about the subject such



question *What? Why? When? Where? Who? and How?*. Generally, ideas can come from experiences or the events that have ever felt. Automatically, by asking many questions about the topic, you as a writer will be easier to generate ideas before getting started in writing. As a result, it will be easy to accumulate a series of details that provided the basic for the writing.

On the other hand, brainstorming is a useful technique in writing because it permits us to approach a topic with an open mind. Because we do not judge our ideas as they emerge, we free ourselves to come up with ideas that we might not even know we had. Brainstorming is one of several different ways to begin writing (Brown, 1994: 333). For ESL students, brainstorming is especially valuable for (1) gaining insights into others' view, (2) reinforcing conversation and listening skills, (3) note taking practice, and (4) relaxing and developing rapport within the classroom (Hughey, et al, 1983:70).

## **2. Free Writing**

Discussing about free writing, Langan (1986: 94), in his book said that free writing is one way in writing where we write as fast as we can and do not worry about spelling, punctuation, composition, erasing mistakes, or finding exact words. We are free to express our ideas and impressions down on paper clearly. It is intended to break through mental blocks about writing and the fear of making errors. It also will develop our habit of thinking as we write and a technique that is a helpful way to get started on almost any paper that we write.

In free writing, you write as fast as you can for several minutes. Therefore, you must be able to generate ideas without worrying to make mistakes or errors such as: spelling, punctuation, grammar, or finding exact words. Of course, those aspects are crucial in writing. However, students' concern about which can inhibit them generate ideas freely. In relation to this notion, Syafi'i (2007:121) cited that free writing is a "practice" of writing process so as to collect the ideas about the topic or subject. Therefore, no matter about mistakes or errors in writing practice because on the other steps, you can revise all of which, moreover your purpose is to generate many ideas before writing.

There are some procedures in generating ideas in writing with free writing technique, they are:

- a. Write the topic at the top of your page
- b. Write as much as you can about the topic until you get the ideas intended. Do not forget to include information, facts, details, example, etc., that come to your mind about the subject or specific subject.
- c. After you have got the ideas, reread your draft and circle the main ideas that you are interested in developing.
- d. Take that main idea and free write again.

With these procedures will be helpful for writers in which writers quickly focus on main ideas and levels of importance, space permits the easy addition of new information, and key concepts or propositions are easily linked.

The purpose of free writing is to write as many ideas as possible whether writers are looking for specific topic to be written or whether they are already have a narrow topic and want to develop it. Remember that free writing is a practice of writing process to generate ideas. Everything that has been written in free writing is

not final product; therefore, writers may do several free writing papers before you decide it to be a final copy.

### **3. Making a List (Listing)**

Making a list is aimed to generate details and to accumulate as much raw materials for writing as possible. It is an excellent way to get started because by making a list often we can go on to make a scratch outline and we write the first draft of our paper. In making a list, we also do not have to worry about repeating ourselves, sorting out major details from minor ones, or different items as we can think of concerning our topic. As we make list, ideas about how to develop and organize a paper will occur indirectly to us (Langan. 1986: 95).

Listing is also an initiator\_ a technique for finding a subject. It can be a free-association technique or it can be more controlled. Listing helps writers discover what is on their minds and what they know about a subject. By “paying attention” to their responses, they can also discover how they feel about the items on their lists. As a result, they are able to limit their choices and determine the best approach to the subjects they ultimately select. Writers can discover their subjects by noting how many related items appear on the list, grouping them according to the associations that develop, and then questioning the item or items selected.

When writers are producing ideas by listing, they have to follow the following procedures, they are as follows:

- a. Write down the general topic at the top of your paper.
- b. Then, make a list of every word or phrase that comes into your mind about the topic. Do not stop the free flow of ideas by judging or editing them before

you write them down. Keep the ideas flowing. The harder you think, the more ideas will flow. Of course, try to stay on the general topic. If, however you write down information that is completely off the subject, do not worry about it- you can cross it out later.

- c. Use words, phrases, or sentences. Do not worry about spelling or grammar. Remember, primary goal is to jot (write down quickly) down ideas as quickly as they come to you without worrying about whether an ideas is important, interesting, or related to your subject (try to focus on the topic, however). (Oshima, et. al., 1983:5 in Syafi'i 2007: 119-120).

Based on quotation above, it is advantageous for ESL writers because of the rapidity with which they can record their thoughts in English, and because of the somewhat structured format for further defining their topics. A writer cannot and should not try to use all questions at one time; in fact, a writer may need other questions not listed here to complete an investigation of a subject. The questions help the writer direct attention to what needs to be developed about the subject and the most conventional or logically approach for its development.

#### **4. Making a Scratch Outline (Outlining)**

Outlining is often the last step in prewriting process. After collecting ideas gathered, a writer has to make outline to identify the main points-sub points so that he or she will be easier to develop paragraph.

Then, the scratch outline is a plan or blueprint that will help you achieve a unified, supported and organized composition (Langan; 1986:96). Richard et al also give opinion that outline (in composition) a plan for essay or piece of writing which presents the main points the essay will cover and the order in which they will be mentioned.

These two statements above can be conceptualized that outline is plan for paragraph. Generally, there are several kinds of outline often used:

- a. Topic outline
- b. Sentence outline
- c. Paragraph outline

All of which are outstandingly seen as instructions for the writers to know more the planning has been complete or not. Therefore, the writers or students can also add some more explanations such more examples if they want.

Making a scratch outline is enabled us to think about how to decide exactly what to put into the paper and in what order. It is then, a plan or blueprint that will help us achieve *a unified* (left out items that are not related), *supported* (added items that develop the point) and *organized* (arrange the items in a logical order by using emphatic order) composition. So, making a scratch outline is important to help us in writing a good paper (1986:97)

The procedures of outline can be seen as follows:

- a. At the top of the page, write a tentative purpose statement and identify the audience
- b. Use key words or phrases to record ideas
- c. Write the controlling idea (thesis) in the top
- d. List in order of importance, chronology, etc; the major supporting ideas in the middle boxes, arranging in descending order
- e. Write a tentative conclusion in the bottom box
- f. Check all ideas to see that they are related to each other and to outgrowth of the combined points (Hughey, et. al., 1983:73).

### **E. Students' Mastery in Pre-Writing Techniques**

Writing is not one act; it is many. The act of composing evolves through three stages; pre-writing, writing and rewriting. As the first stage, pre-writing has been considered to be the most important among any other stages. On the other hand, pre-writing is activities in which writers look for a topic or for ideas and language related to a topic before beginning writing.

Reid (1988:1) stated the skills in relation with Pre-writing in order to make good writing that should be mastered by the writer are:

Prewriting: think before writing

- a. Understand the assignment
- b. Choose a subject that you are interested in
- c. Narrow the subject so that it can be adequately covered within the limits of the assignment
- d. Collect ideas
- e. Consider the audience

In mastering pre-writing techniques, the students have to master the four techniques of the pre-writing activities. They are brainstorming, freewriting, making a list (listing), and making a scratch outline (outlining) (John Langan: 1986: 93). Those techniques come before the actual writing on paper.

To master something the students should have the special activity or the way in learning or practicing prewriting techniques to improve their writing skill. The students have to know the characteristic of a good learner.

Related to this, Rubin (1982) quoted by H. Douglas Brown (2000:123) stated the characteristics of good learner, they are:

1. Find their own way, taking charge of their learning
2. Use memories and other memory strategies to recall what has been learned
3. Learn certain production strategies to fill in gaps in their own competence

4. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

## **F. Students' Achievement in Writing**

According to Jack C. Richard, et al (1999:197) achievement is the result of what has been taught or learned after a period of instruction. While Rebecca, (1989:237) states that achievement is the degree of skill measured with reference to a particular curriculum. Moreover, achievement can be defined as the result gained by someone after learning the materials of subject matter within a certain period time. Achievement refers to what someone has done through learning.

On the other part, Morgan (1961:663) says achievement is accomplishment on a test of knowledge or skill; also personal motive, achievement itself refers to what somebody has done, not somebody can do. Something a person can do is called ability; while what he has done, usually through learning, is achievement.

From the explanation above, it is concluded that achievement is the result that someone gets after he or she learns the material of a subject matter within a certain period of time. In this study, writing achievement is the result of the students after he/she got the writing test given by the teacher.

The writing achievement, According to Hornby, achievement is the action of achieving or the thing done successfully with efforts and skill. In the connection to students' achievement in writing, it means that the students succeed in reaching particular goal, status or standard in writing, especially by making an effort for long time. So, students' achievement in writing can be defined as the result that is gained

by the students after learning the materials of a subject matter within a certain period of time. To know whether teaching and learning process has gained the goal or not, especially in teaching writing, the teacher needs to give the mark based on five principles and component scale of writing, they are: Content, Organization, Vocabulary, Language use and Mechanics.

Then to know the students achievement, the teacher gave a writing test to the students and after that asked the students to choose one of topics from three topics that given. So, students achievement means, the result of a writing test given by the teacher. In this case, achievement refers to students' results after learning writing in a period of time.

#### **G. Relationship between Students' Mastery in Pre-Writing Techniques and Their Writing Achievement**

In mastering pre-writing techniques, the students have to master the four techniques of the pre-writing activities. They are brainstorming, freewriting, making a list (listing), and making a scratch outline (outlining) (John Langan: 1986: 93). Those techniques come before the actual writing on paper. To master something the students should have the special activity or the way in learning or practicing prewriting techniques to improve their writing skill. The students have to know the characteristic of a good learner.

Related to this, Rubin (1982) quoted by H. Douglas Brown (2000:123) stated the characteristics of good learner, they are:



1. Find their own way, taking charge of their learning
2. Use memories and other memory strategies to recall what has been learned
3. Learn certain production strategies to fill in gaps in their own competence
4. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

Whereas, achievement is the result that someone gets after he or she learn the material of a subject matter within a certain period of time. According to Jack C. Richard, et al (1999:197) achievement is the result of what has been taught or learned after a period of instruction. While Rebecca, (1989:237) stated that achievement is the degree of skill measured with reference to a particular curriculum. Moreover, achievement can be defined as the result gained by someone after learning the materials of subject matter with in certain period time. Achievement refers to what someone has done through learning.

The success of learning is influenced by some factors. Stern (1983:309) stated that there are some factors that influenced the students' achievement are:

1. Characteristic of the learner
  - a. Abilities
  - b. Personality
  - c. Attitudes
  - d. Motivation
2. Different kinds of learning
3. The learning process
4. Out comes of learning

Clark in Nana Sudjana (2000:39) stated that the students' capability in learning gives 70 % contribution towards their achievement, while 30 % coming from their surroundings. From the quotation above, we know that students' ability in mastering pre-writing techniques will determine the students' writing achievement.

Ability in mastering prewriting techniques is one of factors that influenced the students' achievement. If the students master prewriting techniques, they are able to write well. In the other words, the students can write well if the students master prewriting techniques first. So, the students' mastery of prewriting techniques influences their writing achievement.

#### **H. The Relevant Research**

Consequently, there are many previous researchers regarding with this research, one of which was researched by M. Rasyidi HS (2003). In his research, he discussed about "A Study on the Ability of Prewriting Activities at the Fifth Semester Students in the Academic Year 2002 of English Education Department State Islamic University of Sultan Syarif Kasim Riau". The samples were 45 students. In the analysis of those efforts, the writer found out the average score of them in the level of 80.02, which located at the category of 80-89 and classified as good. Meanwhile, the influent factors of the efforts done by the students to improve their ability in pre-writing activities, such as; the students' motivation: include intrinsic motivation and extrinsic motivation, the difficulties in writing the essay that made them have to apply the pre-writing techniques that could help them in writing the essay or composition, and the students' competence toward English.

The similar research was also conducted by Sulasmi Karim (2007) the title is "An Experiment on the Effectiveness of Using Brainstorming Technique in Increasing Students' Writing Ability at the Second Year of English Education

Department State Islamic University of Sultan Syarif Kasim Riau". The samples were 27 students. She said that writing with brainstorming technique is effective in increasing student's writing ability. It can be seen from significant increasing between student's pre test score and post test score of experiment class in all aspects of writing. Where, in pre test are 6, 1 is categorized into average to good, and in post test is 6, 5, it is still categorized into average to good.

While, writing with conventional technique that the second year students used to use it is not too effective in increasing student's writing ability. It can be seen by comparing control class scores. It means there is significant different on student's writing ability between those who use brainstorming technique in writing.

## **I. The Operational Concept**

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding toward the research. There are two variables will be investigated in this research, they are X variable is called independent and Y variable is called dependent variable. The independent variable is students' mastery of pre-writing techniques, and dependent variable is the students' writing achievement.

### **1. The Students' Mastery in Pre-Writing Techniques**

- a. The students are able to generate ideas and information by asking as many questions as they can think about the subject. Such questions include *What? When? Why? How? Where? and Who?*.

- b. The students are able to write as fast as possible without worrying about spelling, punctuation, composition, erasing mistakes, and finding exact words.
- c. The students are able to make the list of words, phrases or sentence that is concerning to the topic.
- d. The students are able to generate details.
- e. The students are able to accumulate as much raw material for writing as possible.
- f. The students are able to find a focus idea, relating ideas, and ordering ideas.
- g. The students are able to achieve a unified, supported, and organized composition.

## **2. The Students' Writing Achievement**

- a. The students have good content that includes knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.
- b. The students have good organization that includes fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, and cohesive.
- c. The students have good vocabulary that includes sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register.
- d. The students have good language use that includes effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.

- e. The students have good mechanics that includes demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.

## **J. The Assumption and Hypothesis**

### **a) The Assumptions**

Before starting the research, the writer wants to assume as follows:

1. The students' mastery in writing is varied.
2. The better the students' mastery in pre-writing techniques, the better the students' writing achievement will be.

### **b) The Hypothesis**

Ha: There is a significant influence between students' mastery in

Pre-writing techniques and their writing achievement at the second year of MTs Muhammadiyah, Sungai Apit.

Ho: There is no significant influence between students' mastery in

Pre-writing techniques and their writing achievement at the second year of MTs Muhammadiyah, Sungai Apit.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

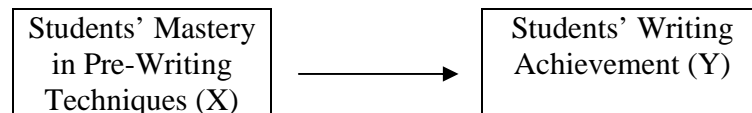
This chapter focuses on the methodology of the research. It presents the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continued to techniques of the data collection and technique of the data analysis.

#### **A. The Research Design**

This research design is to know the relationship between students' mastery in pre-writing techniques and their writing achievement at the second year of Madrasah Tsanawiyah Muhammadiyah Sungai Apit Siak Regency. There are two variables in this research; they are students' mastery in pre-writing techniques which is symbolized by "X" as the independent variable that is measured by a writing test and the students writing achievement which is symbolized by "Y" as the dependent variable that is taken from the students' writing score. The independent variable is a variable which influence the dependent variable, and the dependent variable is the variable which is affected by the independent variable.

In this research, the relationship between students' mastery in pre-writing techniques and their writing achievement means the writer focus on how the students' mastery in pre-writing techniques influences their writing achievement. In the other words, the students' mastery in pre-writing techniques as the independent variable

influences the students' writing achievement as the dependent variable. The design of these variables is shown below:



#### **B. The Location and Time of the Research**

This research was carried out at the second year of Madrasah Tsanawiyah Muhammadiyah, Sungai Apit. The time of this research was conducted on July 19<sup>th</sup> until August 28<sup>th</sup> 2010.

#### **C. The Subject and Object of the Research**

The subject of this research was the second year students of MTs Muhammadiyah, Sungai Apit in academic 2009/2010, and the object of this research was relationship between students' mastery of pre-writing techniques and their writing achievement.

#### **D. The Population and Sample of the Research**

The population in this research was the second year students of MTs Muhammadiyah, Sungai Apit in academic 2009/2010. The number of the population was 32 students; it consisted of one class. According to Arikunto (1998: 115) if a

researcher wants to research the entire element of population, so the research is called population study. Because they are small number, so the writer took all the population in order to accurate the data, the specification of the data can be seen on the below table:

**TABLE III.1**  
**The Population and Sample the Second Year Students of**  
**MTs Muhammadiyah, Sungai Apit**

class	Population	
	Students	Sample
2	32	32
Total	32	32

#### **E. The Techniques of Data Collections**

In order to get some data needed to support this research the writer applied the techniques as follows:

##### **1. Test**

In collecting the data, the writer used this technique. The test was arranged to measure the capability of the students in mastering pre-writing techniques and score they get. It had been constructed by writer based on indicator in operational concept. The writer gave writing the test to the students and after that asked the students to



choose one of the topics from three topics that given. The writer gave them time 90 minutes because they would spend more time to write and used the pre-writing techniques.

## 2. Documentation

Documentation is used to obtain the real data about writing achievement by looking the students' recapitulation achievement from the writing teachers.

## **F. The Technique of Data Analysis**

In analyzing data, the writer operated Simple Regression which is suitable to determine the relationship between X variable that used interval scale (students' mastery of pre-writing techniques) and Y variable that used interval scale (students' writing achievement).

After collecting the data from respondents, the researcher analyzed and graded their writing by the Scoring Guide of ESL Composition Profile in Syafi'i (2007:139) as follows:

**TABLE III.2**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
Content	30-27 26-22 21-17 16-13	Excellent to very good Good to average Fair to poor Very poor
Organization	20-18 17-14 13-10 9-7	Excellent to very good Good to average Fair to poor Very poor
Vocabulary	20-18 17-14 13-10 9-7	Excellent to very good Good to average Fair to poor Very poor
Language use	20-18 17-14 13-10 9-7	Excellent to very good Good to average Fair to poor Very poor
Mechanics	10 7 4 2	Excellent to very good Good to average Fair to poor Very poor

Comment:

Total score:

Then, to interpret the level of students' mastery in pre-writing techniques can be determined based on the scale below:

**TABLE III.3****The Classification of Students' Score**

<b>The score level</b>	<b>Category</b>
76 %- 100 %	Good
60 %- 75 %	Enough
0 %- 59 %	Bad

(Suharsimi Arikunto, 2002: 313)

Therefore, all data will be analyzed by using the following formula and the formula is quoted in Hartono (2008:94) as follows:

$$Y = a + bX$$

Where: Y = Dependent variable

X = Independent variable

a = Constant of regression

b = Intercept

According to Hartono (2008: 57-58), there are three ways to obtain the correlation between two variables are:

1. The r-table is employed to see whether or not there is a significant correlation between students' mastery of pre-writing techniques. The obtained value is consulted with the value of r-table product moment correlation  $df = N - nr$ .

Statistical Hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:

- a.  $H_a$  is accepted if  $r_o \geq r \text{ table}$  or it can be said that there is a significant correlation between students' mastery of pre-writing techniques and their writing achievement.

- b.  $H_0$  is accepted if  $r_o < r_{\text{table}}$  or there is no significant correlation between students' mastery of pre-writing techniques and their writing achievement.
- 2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
  - a. Probability score  $> 0.05$ , it means that  $H_0$  is accepted.
  - b. Probability score  $< 0.05$ , it means that  $H_a$  is accepted.
- 3. Use the explanation of sign (\*\*/\*) under table, if there is the sign means that there is a significant correlation.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of the Data**

The aim of this research is to obtain the relationship between students' mastery of pre-writing techniques and their writing achievement at the second year of Madrasah Tsanawiyah Muhammadiyah Sungai Apit Siak Regency. The data of this research were the scores of the test and documentation. The test was used to obtain the ability in using pre-writing techniques; whereas, the documentation was used to know the students' score of their writing achievement. The sample taken was 32 students. The writer gave a writing test to the students and after that asked the students to choose one of the topics from three topics that given. The writer gave them time 90 minutes because they would spend more time to write and used the pre-writing techniques.

The students score was analyzed by the raters who have high professionalism in term of writing in order to get the validity and reliability of the test. According to Jacobs (in Karmina, 2007:22), in most administration application of the result of composition test and proficiency and placement testing in particular each test composition should be read by at least two raters that had been carefully trained for the evaluation. It has a purpose to find a reliable evaluation of the students' test.

Dealing with the statement above, in this research the writer used two raters who are considered fully as the score of the students' test. The first rater is Jonri

Kasdi, S.pd and the second one is M. Fauzan Ansyari S.pd. They are the lectures of State Islamic University of UIN Suska Riau. Therefore, in order to get representative score, the writer used the mean of two raters' score.

## **B. The Data Presentation**

### **1. The Students' Mastery of Pre-Writing Techniques**

In the following tables, the writer counts and classifies the students' score based on the calculation of the two raters in writing test. The students' score can be shown in the table below:

**Rater: I**

**TABLE IV.1**

#### **STUDENTS' SCORE OF PRE-WRITING TECHNIQUES MASTERY TEST**

Students	Score					Final score
	Content	Organization	Vocabulary	Language Use	Mechanics	
Berlian Tina	17	12	12	10	7	58
Dedi Irawan	17	17	17	10	7	68
Elda Astrinita	20	11	12	10	7	60
Fadila	19	10	10	12	7	58
Fani	17	10	10	9	4	50
Ferdawanti	22	13	15	13	4	67
Firman	22	17	17	13	7	76
Fitri Hayani	16	9	9	9	4	47
Iga Januardi	17	10	12	12	7	58
Ika Hariri	17	10	12	10	7	56
Ilqo Habibi	24	14	14	10	7	69
Kazli Hari Bagus	24	15	15	15	7	76
Khairul Maliki	20	10	12	10	7	59
Leni Wilda. N	17	12	14	12	7	62
Lusi Hardianti	17	10	10	10	4	51

Nofrizal	26	17	17	15	7	82
Nolanda Riatie	22	12	12	10	7	63
Oktafinandi. A	25	15	17	17	7	81
Rahmat Hidayat	20	12	12	10	7	61
Randi Elfandi	20	14	12	12	7	65
Rezzy Ardiana	17	15	15	12	7	66
Rinaldy Insani	21	13	14	15	7	70
Siska Yana	22	14	14	13	4	67
Sri Hartati	17	10	13	9	4	53
Sri Maryati	17	9	9	9	4	48
Sri Rahmawati	24	13	15	15	7	74
Suci Hardiyanti	26	17	17	17	7	84
Suhartika	25	17	17	17	7	83
Sulasmi	20	12	12	9	4	57
Syaifullah. H	17	10	10	9	4	50
Wahyu Rizaldi	20	13	10	10	4	57
Zulianti	13	9	9	9	4	44

This is the data presentation of second year students' score of pre-writing techniques mastery analyzed by rater 1. Their writing was graded based on the content, organization, vocabulary, language use, and mechanics.

Based on the table IV.1 above, the writer concludes that most of the students got "good to average" (22-26) in content. It means that, most of the students had some knowledgeable about the topic and mostly relevant to topic.

Most of them got "very good to average" (14-17) in organization, it means that in their writing they followed the organization of the original text, they found main ideas but they made incomplete main ideas in their writing. Most of the students got "very good to average" (14-17) in vocabulary, it means that in their writing, they got error word occasionally. Most of the students got "very good to average"(14-17) in language use, because they got minor problems in agreement, tense, number, word order, articles, pronouns, and prepositions, and most of them got

“very good to average” (4-7) in mechanics, it means that in their writing the students got occasional errors in spelling, punctuation, and capitalization.

## Rater: II

**TABLE IV.2**  
**STUDENTS’ SCORE OF PRE-WRITING TECHNIQUES MASTERY TEST**

Students	Score					Final score
	Content	Organization	Vocabulary	Language Use	Mechanics	
Berlian Tina	18	17	16	16	3	70
Dedi Irawan	20	17	16	20	3	76
Elda Astrinita	19	16	16	17	3	71
Fadila	22	17	17	22	3	81
Fani	18	14	14	14	2	62
Ferdawanti	20	15	15	18	3	71
Firman	23	17	17	21	4	82
Fitri Hayani	18	15	14	14	3	64
Iga Januardi	23	18	17	22	3	83
Ika Hariri	20	17	16	17	3	73
Ilqo Habibi	20	17	16	14	3	73
Kazli Hari Bagus	20	16	15	16	2	69
Khairul Maliki	20	17	16	17	3	73
Leni Wilda. N	14	16	17	16	2	70
Lusi Hardianti	18	15	15	15	3	60
Nofrizal	21	16	16	17	4	74
Nolanda Riatie	18	16	16	16	2	68
Oktafinandi. A	20	17	17	17	3	74
Rahmat Hidayat	18	17	16	16	3	70
Randi Elfandi	18	16	17	16	2	69
Rezzy Ardiana	20	17	17	19	3	78
Rinaldy Insani	24	18	18	22	4	86
Siska Yana	18	15	15	16	2	66
Sri Hartati	20	17	16	16	3	72
Sri Maryati	17	15	16	14	2	64
Sri Rahmawati	19	17	17	20	3	76
Suci Hardiyanti	23	17	17	21	3	81
Suhartika	19	17	16	17	3	72
Sulasmi	18	16	16	15	2	67



Syaifullah. H	20	16	17	16	2	71
Wahyu Rizaldi	24	17	17	22	3	83
Zulianti	20	16	16	16	2	70

This is the data presentation of second year students' score of pre-writing techniques mastery analyzed by rater 2. Their writing was graded based on the content, organization, vocabulary, language use, and mechanics.

Based on the table IV.2 above, the writer concludes that most of the students got "fair to poor category" (17-21) in content. It means that, most of the students had limited knowledge about the topic and little substance in development of the topic.

Most of them got "very good to average" (14-17) in organization, it means that in their writing they followed the organization of the original text, they found main ideas but they made incomplete main ideas in their writing. Most of the students got "very good to average" (14-17) in vocabulary, it means that in their writing, they got error word occasionally. Most of the students got "excellent to very good" (18-20) in language use, because they had few errors in agreement, tense, number, word order, articles, pronouns, and prepositions, and most of them got "fair to poor" (2-4) in mechanics, it means that in their writing, they often got error in spelling, punctuation, and capitalization.

**TABLE IV.3****STUDENTS' SCORE OF PRE-WRITING TECHNIQUES MASTERY TEST****Rater I**

<b>NO</b>	<b>Students</b>	<b>Final Score</b>	<b>Category</b>
1	Berlian Tina	58	Bad
2	Dedi Irawan	68	Enough
3	Elda Astrinita	60	Enough
4	Fadila	58	Bad
5	Fani	50	Bad
6	Ferdawanti	67	Enough
7	Firman	76	Good
8	Fitri Hayani	47	Bad
9	Iga Januardi	58	Bad
10	Ika Hariri	56	Bad
11	Ilqo Habibi	69	Enough
12	Kazli Hari Bagus	76	Good
13	Khairul Maliki	59	Bad
14	Leni Wilda. N	62	Enough
15	Lusi Hardianti	51	Bad
16	Nofrizal	82	Good
17	Nolanda Riatie	63	Enough
18	Oktafinandi. A	81	Good
19	Rahmat Hidayat	61	Enough
20	Randi Elfandi	65	Enough
21	Rezzy Ardiana	66	Enough
22	Rinaldy Insani	70	Enough
23	Siska Yana	67	Enough
24	Sri Hartati	53	Bad
25	Sri Maryati	48	Bad
26	Sri Rahmawati	74	Enough
27	Suci Hardiyanti	84	Good
28	Suhartika	83	Good
29	Sulasmi	57	Bad
30	Syaifullah. H	50	Bad
31	Wahyu Rizaldi	57	Bad
32	Zulianti	44	Bad

Based on the table 1V.3 above, we can see the final score of students in writing analyzed by rater 1. Most of the students got bad categories.

**TABLE IV.4**

**STUDENTS' SCORE OF PRE-WRITING TECHNIQUES MASTERY TEST**

**Rater II**

<b>NO</b>	<b>Students</b>	<b>Final Score</b>	<b>Category</b>
1	Berlian Tina	70	Enough
2	Dedi Irawan	76	Good
3	Elda Astrinita	71	Enough
4	Fadila	81	Good
5	Fani	62	Enough
6	Ferdawanti	71	Enough
7	Firman	82	Good
8	Fitri Hayani	64	Enough
9	Iga Januardi	83	Good
10	Ika Hariri	73	Enough
11	Ilqo Habibi	73	Enough
12	Kazli Hari Bagus	69	Enough
13	Khairul Maliki	73	Enough
14	Leni Wilda. N	70	Enough
15	Lusi Hardianti	66	Enough
16	Nofrizal	74	Enough
17	Nolanda Riatie	68	Enough
18	Oktafinandi. A	74	Enough
19	Rahmat Hidayat	70	Enough
20	Randi Elfandi	69	Enough
21	Rezzy Ardiana	76	Good
22	Rinaldy Insani	86	Good
23	Siska Yana	66	Enough
24	Sri Hartati	72	Enough
25	Sri Maryati	64	Enough
26	Sri Rahmawati	76	Good
27	Suci Hardiyanti	81	Good
28	Suhartika	72	Enough

29	Sulasmi	67	Enough
30	Syaifullah. H	71	Enough
31	Wahyu Rizaldi	83	Good
32	Zulianti	70	Enough

Based on the table 1V.4 above, we can see the final score of students in writing analyzed by rater 2. Most of the students got enough categories.

**TABLE IV.5**  
**THE RECAPITULATION OF STUDENTS' SCORE OF PRE-WRITING**  
**TECHNIQUES MASTERY TEST**

Students	Score		Final Score	Category
	Rater 1	Rater 2		
Berlian Tina	58	70	64	Enough
Dedi Irawan	68	76	72	Enough
Elda Astrinita	60	71	65.5	Enough
Fadila	58	81	69.5	Enough
Fani	50	62	56	Bad
Ferdawanti	67	71	69	Enough
Firman	76	82	79	Good
Fitri Hayani	47	64	55.5	Bad
Iga Januardi	58	83	70.5	Enough
Ika Hariri	56	73	64.5	Enough
Ilqo Habibi	69	73	71	Enough
Kazli Hari Bagus	76	69	72.5	Enough
Khairul Maliki	59	73	66	Enough
Leni Wilda. N	62	70	66	Enough
Lusi Hardianti	51	66	58.5	Bad
Nofrizal	82	74	78	Good
Nolanda Riatie	63	68	65	Enough
Oktafinandi. A	81	74	77.5	Good
Rahmat Hidayat	61	70	65.5	Enough

Randi Elfandi	65	69	67	Enough
Rezzy Ardiana	66	76	71	Enough
Rinaldy Insani	70	86	78	Good
Siska Yana	67	66	66.5	Enough
Sri Hartati	53	72	62.5	Enough
Sri Maryati	48	64	56	Bad
Sri Rahmawati	74	76	75	Enough
Suci Hardiyanti	84	81	82.5	Good
Suhartika	83	72	77.5	Good
Sulasmi	57	67	62	Enough
Syaifullah. H	50	71	60.5	Enough
Wahyu Rizaldi	57	83	70	Enough
Zulianti	44	70	57	Bad

After getting the data of students score in writing test by the two raters, then the writer accounts the final score of students in writing test as in the table 1V.5 above. Based on the table above, we can see the final score of students in writing test analyzed by two raters. Most of the students got enough categories. To determine the final score, the writer uses the formula:

$$\begin{aligned} \text{Example: Mean} &= \frac{\text{Score (Rater 1)} + \text{Score (Rater 2)}}{2} \\ \text{Mean} &= \frac{58 + 70}{2} = 64 \text{ and etc.} \end{aligned}$$

For the clearer information about the percentage of students' mastery of prewriting techniques can be seen in the following table:

:

**TABLE IV.6**  
**PERCENTAGE OF PRE-WRITING TECHNIQUES SCORE**

<b>NO</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Good	6	18.75 %
2.	Enough	21	65.63 %
3.	Bad	5	15.62 %
	<b>Total</b>	<b>32</b>	<b>100 %</b>

## **2. The Students' Writing Achievement**

The following data of students' writing achievement were taken from the documentation: the result writing test provided by the writing teacher.

**TABLE IV.7**

**THE STUDENTS' WRITING SCORE AT THE SECOND YEAR OF**

**MADRASAH TSANAWIYAH MUHAMMADIYAH SUNGAI APIT**

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>
1	Berlian Tina	65
2	Dedi Irawan	65
3	Elda Astrinita	75
4	Fadila	65
5	Fani	70
6	Ferdawanti	78
7	Firman	75
8	Fitri Hayani	80
9	Iga Januardi	65
10	Ika Hariri	70
11	Ilqo Habibi	65
12	Kazli Hari Bagus	65
13	Khairul Maliki	68
14	Leni Wilda. N	70
15	Lusi Hardianti	80
16	Nofrizal	75
17	Nolanda Riatie	75
18	Oktafinandi. A	75
19	Rahmat Hidayat	70
20	Randi Elfandi	70
21	Rezzy Ardiana	70
22	Rinaldy Insani	80
23	Siska Yana	70
24	Sri Hartati	75
25	Sri Maryati	70
26	Sri Rahmawati	70
27	Suci Hardiyanti	85
28	Suhartika	78
29	Sulasmi	70
30	Syaifullah. H	70
31	Wahyu Rizaldi	83
32	Zulianti	72

Based on the table 1V.7 above, we can see the final score of students in writing given by the teacher. Most of the students got enough categories. To make it clearer about the percentage of students' writing ability, it can be seen following table:

**TABLE IV.8**  
**PERCENTAGE OF STUDENTS' WRITING SCORE**

<b>NO</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Good	7	21.87 %
2.	Enough	25	78.13 %
3.	Bad	0	0 %
	<b>Total</b>	<b>32</b>	<b>100 %</b>

### **1. The Students' Mastery of Prewriting Techniques and Their Writing Achievement**

In the following tables, the writer presents the result of students' mastery of prewriting techniques and their writing achievement:



**TABLE IV.9**  
**THE RESULT OF VARIABLE X AND Y**

<b>NO.</b>	<b>NAME</b>	<b>SCORE OF VARIABLE X</b>	<b>SCORE OF VARIABLE Y</b>
1	Berlian Tina	64	65
2	Dedi Irawan	72	65
3	Elda Astrinita	65.5	75
4	Fadila	69.5	65
5	Fani	56	70
6	Ferdawanti	69	78
7	Firman	79	75
8	Fitri Hayani	55.5	80
9	Iga Januardi	70.5	65
10	Ika Hariri	64.5	70
11	Ilqo Habibi	71	65
12	Kazli Hari Bagus	72.5	65
13	Khairul Maliki	66	68
14	Leni Wilda. N	66	70
15	Lusi Hardianti	58.5	80
16	Nofrizal	78	75
17	Nolanda Riatie	65	75
18	Oktafinandi. A	77.5	75
19	Rahmat Hidayat	65.5	70
20	Randi Elfandi	67	70
21	Rezzy Ardiana	71	70
22	Rinaldy Insani	78	80
23	Siska Yana	66.5	70
24	Sri Hartati	62.5	75
25	Sri Maryati	56	70
26	Sri Rahmawati	75	70
27	Suci Hardiyanti	82.5	85
28	Suhartika	77.5	78
29	Sulasmi	62	70
30	Syaifullah. H	60.5	70
31	Wahyu Rizaldi	70	83
32	Zulianti	57	72

## **B. The Data Analysis**

This research was used to obtain the relationship between two variables namely: the students' mastery of pre-writing techniques as the independent variable (X) and the students' writing achievement as the dependent variable (Y). The data of this research were the scores of the test and documentation. The test was used to find out the ability in using pre-writing techniques; whereas, the documentation was used to find out the students' score of their writing achievement.

To analyze the data in this research, the writer use the technique of statistics. The writer uses the following formula and the formula is quoted in Hartono (2008:94) as follows:

$$Y = a + bX$$

### **1. Students' Mastery of Pre-Writing Techniques**

The first step in getting quantitative analysis result is by collecting and scoring the data. Then, the next step is counting the percentage of the level of second year students of MTs Muhammadiyah Sungai Apit in mastering prewriting techniques.

To know the percentage of students' mastery of pre-writing techniques, the writer calculated it by accounting means score of the students' score of prewriting techniques mastery test.

To obtain the mean score of the ability of second year students of MTs Muhammadiyah Sungai Apit in mastering prewriting techniques, the writer used formula as follows ( Hartono, 2004:30):

$$M = \frac{\sum fx}{N}$$

Notes:

M = Mean

N = Total number of the students

Fx = Total number of score

Based on the rating scale, the writer graded the ability of second year students of MTs Muhammadiyah Sungai Apit in mastering prewriting techniques into Good, Enough, and Bad.

**TABLE 1V.10**

**THE AVERAGE SCORE OF STUDENTS' MASTERY OF**

**PRE-WRITING TECHNIQUES**

<b>Score(x)</b>	<b>F</b>	<b>Fx</b>
82.5	1	82.5
79	1	79
78	2	156
77.5	2	155
75	1	75
72.5	1	72.5
72	1	72
71	2	142
70.5	1	70.5
70	1	70
69.5	1	69.5
69	1	69
67	1	67
66.5	1	66.5
66	2	132
65.5	2	131
65	1	65
64.5	1	64.5
64	1	64
62.5	1	62.5
62	1	62
60.5	1	60.5
58.5	1	58.5
57	1	57
56	2	112
55.5	1	55.5
<b>Total</b>	<b>N = 32</b>	<b><math>\sum \frac{fx}{N} = 2171</math></b>

The percentage of students' ability of second year students of MTs Muhammadiyah Sungai Apit in mastering prewriting techniques as follows:

$$\begin{aligned}
 M &= \frac{\sum f \cdot x}{N} \\
 &= \frac{2171}{32} \\
 &= 67.84
 \end{aligned}$$

**TABLE IV.11**  
**THE CLASSIFICATION MASTERY OF**  
**PRE-WRITING TECHNIQUES**

No	Classification		Frequency	Percentage
	Ability level	Rank		
1	Good	76-100	6	18.75 %
2	Enough	60-75	21	65,625 %
3	Bad	0-59	5	15,625 %
	<b>Total</b>		<b>32</b>	<b>100 %</b>

The table shows the frequency of score ranges of respondents in mastering pre-writing techniques. 18.75 % of respondents are classified into Good, 65.625 % of respondents are classified into Enough, and 15.625 % of respondents are classified into Bad. The average score of the students' mastery of pre-writing techniques is 67.84. It means that the students' mastery of pre-writing techniques is classified into ENOUGH (60-75).

## 2. Students' Writing Achievement

The writer presents the score of each student as the students' writing achievement. They are categorized as Good, Enough, and Bad are follow:

- a. The students' score in Good category

85, 83, 80, 80, 80, 78, and 78

- b. The students' score in Enough category

75, 75, 75, 75, 75, 75, 72, 70, 70, 70, 70, 70, 70, 70, 70, 70, 68,  
65, 65, 65, 65, 65, and 65.

- c. The students' score in Bad category

There is no one.

To clarify the score of students' writing achievement, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for the score of students' writing achievement at the second year of MTs Muhammadiyah Sungai Apit Siak Regency.

**TABLE IV.12**

### **THE STUDENTS' WRITING SCORE**

<b>Y</b>	<b>F</b>	<b>FY</b>
85	1	85
83	1	83
80	3	240
78	2	156

75	6	450
72	1	72
70	11	770
68	1	68
65	6	390
<b>Total</b>	<b>N= 32</b>	<b><math>\sum \frac{fX}{N} = 2314</math></b>

The table above shows that:

$$\begin{aligned}
 M &= \frac{\sum fX}{N} \\
 &= \frac{2314}{32} \\
 &= 72.31
 \end{aligned}$$

So, the students' writing achievement is 72.31, it can be concluded that students' writing achievement at the second year of MTs Muhammadiyah Sungai Apit Siak Regency is ENOUGH category.

### 3. The Relationship between Students' Mastery of Pre-Writing Techniques and Their Writing Achievement

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While, correlation coefficient is negative (-), means that there is negative correlation between

two variables. Although positive (+) or negative (-) is not influence of high or low score of correlation coefficient, the sign only shows direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained in the following:

**TABLE IV.13**

<b>Descriptive Statistics</b>			
	Mean	Std. Deviation	N
Writing Achievement	72.3125	5.56161	32
Mastery of Pre-Writing Techniques	67.8438	7.33247	32

The table above is Descriptive Statistic table that show Mean, Standard Deviation and N each variable. Mean of writing achievement is 72.31 is bigger than mean of mastery of pre-writing techniques is 67.84. Standard deviation of writing achievement is 5.56 is smaller than standard deviation of mastery of pre-writing techniques is 7.33. It means that variance of data writing achievement is smaller than mastery of pre-writing techniques. While, N = 32 that show there are 32 students or respondents.



**TABLE IV.14**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	62.500	9.275		6.739	.000	43.559	81.442
Mastery of prewriting techniques	.145	.136	.191	1.064	.296	-.133	.422

a. Dependent Variable: writing achievement

From *coefficients* table above, column B in *constant* (a) is 62.500 while understanding on recount text (b) is 0.145. So that, equation of regress can be written that follow:

$$Y = a + bX$$

$$Y = 62.500 + 0.145X$$

From result of calculation obtained  $b = 0.145$  negative sign, it means that:

1. Students' mastery of prewriting techniques (variable X) do not influence of students' writing achievement (variable Y).
2. If variable X (students' mastery of prewriting techniques) can be known, the students' writing achievement can be estimated by including the value into equation. Example: the score of students' mastery of prewriting techniques (X) = 82, so the score of students' writing achievement is:

$$\begin{aligned}
 Y &= 62.500 + 0.145 X \\
 &= 62.500 + 0.145 (82) \\
 &= 62.500 + 11.89 \\
 Y &= 74.39
 \end{aligned}$$

So, score of students' writing achievement can be estimated is 74.39

Level of value T can be guided to know free variable influence or not to trussed variable. If  $H_0$  is rejected (sig. < 0.05) it means that there is influence, if  $H_0$  is accepted (sig. > 0.05) it means that there is no influence. From table above can be known level of value t test = 1.064. While level significant is 0.296 is bigger than 0.05. Thereby  $H_0$  is accepted and it means that there is no influence of students' mastery of prewriting techniques variable to their writing achievement.

## REFERENCES

- Brown, H. Douglas. (1994). *Principles of Language in Learning and Teaching*. Englewood Cliffs: Prentice Hill, Inc.
- Brown, James Dean. (1988). *Understanding Research in Second Language Learning*. New York: Cambridge University Press.
- Dudley- Evans, Tony and Maggie Jo St John. (1998). *Developments in ESP: A Multi-Disciplinary Approach*. Cambridge: University Press.
- Graves, F. Michael, et al. (2001). *Teaching Reading in the 21th Century (Second Edition)*. Singapore: Allyn & Bacon. A Pearson Education Company.
- Hartono. (2008). *SPSS 16.0 :Analisis Data Statistika dan Penelitian*. Yogyakarta: Pustaka Pelajar.
- Haycraft, John. (1991). *An Introduction to English Language Teaching*. England: Longman Group UK Limited.
- Henning, Grant. (1987). *A Guide to Language Testing*. U.S.A: Newbury House Publishers.
- Hornby, As. (1995). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Kalayo Hasibuan and M. Fauzan Anshary. (2007). *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.
- Langan, John. (1986). *College Writing Skill with Reading*. New York: Mc Graw-Hill Book Company.
- Lane, Janet and Ellen Lange. (1993). *Writing Clearly and Editing Guide*. Boston: Heinle & Heinle Publishers.
- M. Fauzan Anshary. (2008). *Fundamental Issues in Teaching*. Pekanbaru: Suska Press.
- M. Rasyidi, HS. (2003). "A Study on the Ability of Pre-Writing Activities at the Fifth Semester Students of English Education Department". Unpublished Thesis UIN SUSKA Riau.

M. Syafi'i S. (2007). *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: LBSI.

\_\_\_\_\_, et al. (2007). *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*. Pekanbaru: LBSI.

Martin, Jerome. (1980). *American Book English*. U.S.A: D.C. Health and Company.

McMahan, Elizabeth and Susan Day. (1984). *The Writer's Rhetoric and Hand Book*. New York: McGraw-Hill Book Company.

Nana Sudjana. (2000). *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar BaruAlgensindo.

Nunan, David. (1991). *Language Teaching Methodology a Text for Teachers*. New York: Prentice Hall International (UK) Ltd.

Nurhidayati. (2006). "The Correlation between Students' Interest in Writing Composition and their Writing Achievement at the Second Year of English Education Department". Unpublished Thesis. UIN SUSKA Riau.

Paultson, Christina Bratt and Mary Newton Bruder. (1976). *Teaching English as a Second Language: Techniques and Procedures*. Cambridge, Massachusetts:Winthrop Publishers, Inc

Reid, Joy M. (1988). *The Process of Composition*. Englewood Cliffs. New Jersey: Prentice Hall Regents.

\_\_\_\_\_. (1993). *Teaching ESL Writing*. Englewood Cliffs. New Jersey: Prentice Hall Regents.

Richards, C. Jack., et al. (1999). *Longman Dictionary of Language Teaching and Applied Linguistics*. England: Longman Group UK Limited.

Richards, C. Jack & Sandy Chuck. (2008). *Passages*. New York: Cambridge University Press.

Simon & Schuster. (2003). *Essay Writing Step-By-Step*. New York: Newsweek, Inc.

Suharsimi Arikunto. (2006). *Prosedure Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

## **THE LIST OF APPENDIX**

APPENDIX I	The Writing Test
APPENDIX II	Students' Score on Pre-Writing Techniques Mastery Test by Rater 1
APPENDIX III	Students' Score on Pre-Writing Techniques Mastery Test by Rater 2
APPENDIX IV	The Recapitulation of Students' Score on Pre-Writing Techniques Mastery Test by Rater 1 and 2
APPENDIX V	The Students' Writing Score of the Second Year Students of Madrasah Tsanawiyah Muhammadiyah Sungai Apit
APPENDIX VI	The Result of Variable X and Y
APPENDIX VII	Table of Coefficients
APPENDIX VIII	The Histogram of Students' Writing Achievement
APPENDIX IX	Normal P-P Plot of Regression Standardized Residual
APPENDIX X	Scatterplot

## THE LISTS OF TABLE

III.I.	The Population and Sample the Second Year Students of MTs Muhammadiyah, Sungai Apit .....	32
III.2.	Scoring Guide .....	34
III.3.	The Classification of Students' Score .....	34
IV.1.	Students' Score of Pre-Writing Techniques Mastery Test by Rater1.....	38
IV.2.	Students' Score of Pre-Writing Techniques Mastery Test by Rater 2.....	40
IV.3.	Recapitulation of Students' Score on Pre-Writing Techniques Mastery Test by Rater 1.....	42
IV.4.	Recapitulation of Students' Score on Pre-Writing Techniques Mastery Test by Rater 2.....	43
IV.5.	The Recapitulation of Students' Score on Pre-Writing Techniques Mastery Test by Rater 1 and 2.....	44
IV.6.	Percentage of Pre-Writing Techniques Score .....	46
IV.7.	The Students' Writing Score of the Second Year Students of Madrasah Tsanawiyah Muhammadiyah Sungai Apit .....	47
IV.8.	Percentage of Students' Writing Score .....	48
IV.9.	The Result of Variable X and Y .....	49
IV.10.	The Average Score of Students' Mastery of Pre-writing Techniques ....	52
IV.11.	The Classification Mastery of Pre-Writing Techniques .....	53
IV.12.	The Students' Writing Score .....	54
IV.13.	The Table of Descriptive Statistics.....	56
IV.14.	The Table of Coefficients .....	57

## **CURRICULUM VITAE**



**YENI RACHMAN**, Lahir pada tanggal 10 December 1987 di Desa Sungai Apit, Kecamatan Sungai Apit, Kabupaten Siak, Provinsi Riau; dari pasangan suami istri Sarbaini dan Mariani yang merupakan anak ketiga dari empat bersaudara.

### **Latar Belakang Pendidikan Formal**

1994 – 2000 : SDN 003. Muhammadiyah Sungai Apit

2000 – 2003 : MTs. Muhammadiyah Sungai Apit

2003 – 2006 : MA. Muhammadiyah Sungai Apit

2006 – 2010 : Jurusan Pendidikan Bahasa Inggris (PBI) Strata Satu (S1),  
Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri  
Sultan Syarif Kasim Riau – Pekanbaru.

Pada tanggal 20 Desember 2010 telah dapat menyelesaikan tugas akhir untuk mendapatkan Gelar Sarjana Pendidikan (S.Pd) dengan judul karya ilmiah: “ The Relationship between Students’ Mastery of Pre-Writing Techniques and Their Writing Achievement at the Second Year of MTs. Muhammadiyah Sungai Apit Siak Regency”.

**CP: 085238201088**